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ILS Forums Consider Terrorism, Amnesty

by Robert Lehrman

The International Law Society held the second and third lectures of its Spring Lecture Series, presenting Bert Lockwood of The World Peace Through Law Center speaking on February 19 on the subject of Terrorism, and David Weisbrodt of Amnesty International on February 26 who spoke on the plight of political prisoners.

Terrorism

Mr. Lockwood drew the distinction between the image of the terrorist as Freedom Fighter and murderer. The terrorist views his acts as unfortunate but necessary steps to achieve a political goal. The more gruesome his acts, the greater the publicity he will receive for his cause. For the shock value, terrorism becomes a peculiarly twentieth century phenomenon in the international arena. This is because the media brings world wide news immediately into the consciousness of the world audience. The terrorist's objects are to free prisoners, and to raise money with which he can finance more operations.

Mr. Lockwood explained that the efforts of the United Nations in drafting its Convention on Terrorism in 1973 were effective only in defining the scope and types of acts that would be classified as terrorist activity. He conceded that so long as a terrorist was willing to step outside the world community to perpetrate his lawless acts, there was no remedy to the problem. Since many terrorists are willing to die for their cause, terrorism will not be totally checked by a cooperative system of prosecution after the crime has been committee.

Mr. Lockwood cited the heightened security measures at airports coupled with refusal of safe haven landings as an example of successful limitations upon terrorist activity. Nevertheless, he acknowledged a potential for unimagined horror should international terrorism escalate into the use of nuclear devices, which he cited as a realistic possibility in the near future.

The terrorist must continually reevaluate his role in the advancement of his cause. At a certain point he turns world attention from the justness of his cause into world disdain for the violation of human rights. Mr. Lockwood sees the lull in Palestinian terrorism as a result of the progress made towards a recognition of their political cause. He feels the terrorism will renew itself if the Palestinians do not receive a solution to their grievances in the political conferences that are soon to be held.

Political Prisoners

David Weisbrodt of Amensty International spoke on the subject of political prisoners to the International Law Society on February 26. Amnesty International is a non-sectarian, non-political organization, headquartered in London. The ambition of Amnesty International is to free prisoners of conscience all over the world. When it

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PIRG Pushes D.C. Priorities

by Irene Sege

Representatives of the D.C. Public Interest Research Group (DC PIRG) ofered suggestions on budget priorities to the D.C. City Council last week in the first solicitation of public opinion ever made by the Council before the mayor's release of his official budget request.

Under the appointed City Council and the old commissioner system of government, citizens testified on the budget only after the mayor's request had been submitted to the council for approval.

The new system should be more responsive to citizen needs, according to Councilman-at-large Douglas E. Moore, chairman of the budget committee. "We can go to the bureaucrats when the budget comes out and match up the citizen concerns with what the bureaucrats say," Moore said.

PIRG research director Randy Swisher and Georgetown University law student Robert Stumberg presented a broad range of proposals in the areas of housing, health care, consumer protection and the needs of the handicapped.

One of the most crucial gaps in the city's health program is the lack of adequate planning, according to Swisher. "one thing which contributes to inadequate planning throughout the D.C. government is the fact that planning budgets are largely dependent upon grants rather than appropriated funds," he said. "This makes for an unstable planning program and it also means, as health planning staff have admitted, that priorities for projects are based on what federal money happens to be available, not on an analysis of community needs."

The city also needs to strengthen its fiscal and managerial procedures under the Medicaid program, Swisher said. In Fiscal Year 1972, the Department of Human Resources did not collect maximum federal reimbursement for 16,000 visits to patients' homes until after the General Accounting Office brought the problem to the department's attention, he said. The department has also failed to fully implement HEW regulations. According to a 1974 GAO report, the city's standards for judging people "medically needy" have been too stringent, he said.

Other health problems include an inadequate pharmacy regulatory structure, inadequate funding and inefficient management of D.C. General Hospital, and inadequate facilities for the chronically ill, Swisher said.

Swisher also recommended that the Department of Human Resources be broken up to help make the city government more responsive in its delivery of services to the community. "This agency has clearly been unable to deliver the full range of health, welfare and social services which it currently has responsibility for. Millions of dollars of grant money or D.C. tax money have been lost or wasted through DHR's operations," he said.

In the area of housing, Swisher maintained that the number of inspectors in both the Housing Divison and the Housing Rent Commission need to be increased. The number of Housing Division inspectors has decreased over the past five years while the number of code complaints has increased, he said; the Rent Control Commission staff has never had enough investigators to resond to the thousands of complaints and petitions filed since the law was enacted last summer.

The city should also draw up a comprehensive housing program, provide funds for home ownership training centers and establish a city housing finance and development corporation, he said.

In the area of consumer protection, Swisher said that the city should initially appropriate at least $100,000 to hire a peoples' counsel and supporting staff. "The office will be playing a vital role of assisting citizens in challenging the regular rate increase requests made by PEPCO, Washington Gas and Light, and C & P Telephone. The average consumer is powerless without this necessary assistance from this new consumer advocate," he maintained.

The city should also establish a separate Consumer Division of the Corporation Counsel's Offce consisting of at least three full-time lawyers, Swisher said. "Every state in the union now has a separate consumer protection division of the attorney general's office. D.C. consumers have no such advocate."

Swisher also urged the council to pass legislation placing a mandatory deposit on beverage containers. "The budgetary question with this issue..." he said, "is whether it is cheaper to use tax funds to pay for litter clean-up and solid waste disposal with the additional premium imposed upon the consumer through energy waste and additional consumer cost, or whether to impose a tax, or more accurately rental fee, which discourages the throwaway container and requires the industry to pick up more of the responsibility which 60 billion throwaway beverage containers have imposed upon the country."

The city also needs to hire the staff necessary to enforce the Consumer Goods Repair Regulations that became effective last summer and provide the budget increases necessary for effective implementation of the new human rights law, according to the PIRG testimony.

In the area of needs of the handicapped, Swisher urged the council to pass legislation prohibiting construction of public buildings which do not meet

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Dixon Offered Washington University Post

by Mark Brodsky

Professor Robert G. Dixon, Jr. has made a decision to leave the National Law Center to teach at Washington University in St. Louis. Although the offer to teach received several months ago, is conditional on final confirmation by the Washington University trustees, Dixon expects to be leaving GW at end of the semester to take the position.

Dixon began his career as a teacher after graduating from Syracuse University in 1947 with a Ph.D. in political science. He taught political science at the University of Maryland until 1956. He became interested in constitutional law and during his years at Maryland, managed to get a law degree. He then began his teaching career at GW.

After receiving a fellowship grant to study "the equality concept", he took a year away from teaching at GW and spent part of the time on research in England and Sweden in 1971. Dixon then came back to GW for the fall semester of 1972 and then, in his words, "lightning struck."

He was offered the post of Assistant Attorney General, heading the Office of Legal Counsel, and eventually acted as Assistant Attorney General in the months preceding Nixon's downfall.

Before he was confirmed by the Senate for the Justice Department position he argued a Connecticut reapportionment case before the Supreme Court, winning the case by a margin of 6-3. It is a victory he is particularly proud of.

Speaking on his Justice Department experience, Dixon said, "That was a facinating post and probably the best educational experience a specialist in public law can have." In his year and a half as

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Prof. Robert G. Dixon

Student Bar Association Activities Report

by Roy Baldwin

One of the first things your new SBA has discovered in trying to get the new administration off the ground is that it's nearly impossible to do a good job of working for your interests without an office staff. The SBA members have to sandwich in their duties between study, class, and work, and as a result no one can consider the running of the SBA office as his primary responsibilty.

In order to get your work done more efficiently, therefore, we have hired a part-time Office Manger. Her name is Susan Blum, and she will be in the SBA Office, 101A Bacon Hall, between 9 am and 1 pm, Mondays, Wednesdays and Fridays .

Susan's job is to solve your problems. So if a problem comes up that SBA might be able to deal with, please drop by the office and talk to Susan.

Faculty and Student Committees

By now you have probably seen the posters around the law school advertising vacancies on SBA and Faculty committees. These committees do most of the work of representing the students' interests. It is vitally important that we get good people on each of them if we are to see progress on the many problem areas that exist.

Any student can serve on an SBA committee—you don't have to be an elected representative. Faculty committee positions are limited, and members are appointed by the SBA President. The Executives will soon be intervewing applicants for Faculty committee positions and SBA committee chairmanships.

If you would like to serve on one of the Committees, please pick up a Committee list and fill out the attached application.

Faculty Meeting

The Faculty will meet this Friday to reconsider our Model Answer Proposal, the one that would have professors post a model answer to each exam question outside his or her office shortly after the exam. As you may remember, this proposal was defeated at a faculty meeting held shortly before the second semester at which no students were present to give our side of the issue.

The Model Answer Proposal, I believe, should be passed by the Faculty at this meeting. There are a number of compelling reasons why.

First, the Proposal is practical and easy to implement. It would require only that professors make an effort to let their students know what the professor was looking for on each question. This approach would not require a significant degree of work by the professor—possibilities that are accetable to the SBA include the composition of one or more answers in prose style that would show the various ways that a question could be answered, an outline format, or even photocopying one or more students' answers that show the various interpretations that the professor had in mind. The professor is only required to do a minimum of work to prepare the model answers—just enough to make the product worthwhile in showing what kind of knowledge and what kind of approach to the subject matter was being asked for.

Second, the Proposal is a great teaching tool. Some professors at the January Faculty meeting expressed the fear that students would memorize the model answers to a previous exam and parrot them back, thinking that only the approach exhibited in the model answer would be acceptable to the professor. There probably are students who might think that the model was the only "right" answer to a question. This potential for "intellectual straitjacketing," however, can be eliminated by a proper preparation of the model to show how each question might be answered in a number of ways, none of which is more "right" than any other.

Some professors, for their practice exams in first year sections, already prepare model answers that stress the importance of avoiding the intellectual straitjacket. Their techniques have been successful and could easily be adopted as a general approach.

Third, the model answer is of tremendous help, not only for the student who is studying for the exam, but for the student who has just taken the exam. Many students are not satisfied with turning their backs on a course after finishing the final and never thinking about the course again. They see each course as a continuing learning process, and they want to find out what the professor was looking for on an exam question not to harass him but to learn more about the subject.

Professors who do not prepare model answers must now spend hours going over the exam with interested students, giving the same answers to the same basic questions. How many hours of faculty time could be saved if a student could have all his or her basic questions covered by a model answer posted outside the professor's office, so that time with the professor could be spent on issues beyond the basics covered on the posted model.

Finally, we have to consider next year's first year students. Remember how you felt that first semester, knowing that the exams were coming up but not having any idea of what would be required of your when they came? Not only not knowing what would be asked, but not having any idea of how to phrase an answer.

True, most first year professors do give practice exams or endeavor in other ways to prepare their students for the exams, but these efforts can never be totally effective because they do not give the student an indication of what is required. This feeling of uncertainty and anxiety is totally unnecessary and could be eliminated if the first year student could study the model answer of past exams.

What is the purpose of the Exam File in the Library if not to try to alleviate these feelings of uncertainty and anxiety by letting a student know what kind of questions are going to be asked? And wouldn't this commendable attempt be greatly enhanced if the student were able to see not only the kind of questions that would be asked, but also the kinds of answers he or she is expected to give? If such answers are intelligently used as a teaching tool in conjunction with past years' exam questions and practice exercises conducted by the professor, not only will the anxieties of being a first year student be considerably eased, but students will be able to get their thoughts down on paper in the best possible manner.

And there's no reason to think that studying model answers won't help second and third year students as well.

Finally, the Model Answer proposal is favored by an overwhelming majority of students. In the November Grade Reform Referendum no other proposal was approved by such a wide margin—nine students out of ten that voted in the referendum (and there were over 500 who voted) favored the proposal.

For all these reasons it's important that the model answer proposal be approved by the Faculty. Your SBA will be at the meeting this time ready to give your side, and I have every hope that we will be able to convince the faculty to approve our proposal.

First Year Grades Hit Hard on Section 13

by Bill Wallace

The grades in the first-year day classes at the National Law Center show significant disproportions between sections. Particularly, the grades in Section 13 are significantly lower than those in Section 11. The principal single source of the discrepancy appears in the relatively high grades given by Proessor Sirulnik in his Section 11 Criminal Law class.

	Criminal Law			Contracts			Torts		
Sec.	11	12	13	11	12	13	11	12	13
Prof.	Sir'k	Rob'n	Fer'r	Pock	Nash	Cib'c	Seid.	Schw.	Park
A's	25	12	4	18	5	1	2	8	11
B's	64	26	37	58	37	27	35	46	36
C's	30	45	43	34	39	54	59	33	36
D's	–	2	2	2	6	4	8	1	11
F's	–	2	1	–	–	–	1	–	1
Total	119	87	87	112	87	86	105	88	95
Mean	79.4	75.4	72.7	78.8	74.1	72.6	72.0	77.0	75.1
Median	80	74	72	78	74	73	72	78	74

Overall, the averages (means) for all courses were 76.9, 75.5, and 73.5 in Sections 11, 12, and 13, respectively. The corresponding median grades were 77, 75, and 73. Without Professor Sirulnik's grades, the mean for Section 11 was 75.3 and the median grade was about 75. If Professor Sirulnik's grades are excluded, the differences between the sections are not statistically significant.

It should be noted that Professor Sirulnik gave 21 percent A's and 54 percent B's. The grading guidelines adopted by the faculty call for a maximum of 20 percent and 46 percent in each category.

However, even if Professor Sirulnik had complied with the letter of the guidelines, the grades in Section 13 would still have been significantly lower than those in Section 11. In order for the Section 13 grades to be on a par with those of the other sections, it would be necessary to raise each Section 13 grade in each course by about two points. Increasing the grades by two points would convert only 4 B's to A's, but would convert about 30 C's to B's. It would also convert 5 D's to C's and one F to a D.

It is interesting to notice that this would have no effect on Professor Ferster's letter grade distribution. All of her grades have a 0, 2, 5, or 8 as the second digit.

Dixon Moves On, NLC Seeks Successor

(Continued from page 1)

assistant attorney general, Dixon served under three different Attorneys General, and one Acting Attorney General.

"The Justice Department during this period had a very high morale. The spirit was the spirit of a beleaguered garrison, dedicated to pulling the system through," Dixon said.

During his tenure as assistant attorney general, Dixon was on a leave of absence from GW. After resigning in late May effective on his successor's appointment, he returned in the fall of last year, shortly after the resignation of President Nixon.

The offer from Washington University, asking Dixon to teach, was "too attractive to turn down." Dixon will enter the University as a full tenured professor with a secretary and a research assistant as well as "an attractive salary."

How does Dixon feel about leaving Washington? "I've been in Washington a good many years...but this was a good opportunity. There's an old saying that, no matter where a person comes from his firmest resolve is to spend a short time in Washington and then go home—but they never do. I fully share the feeling that Washington is an attractive place."

"One of the nicest things about the classroom scene," Dixon said, "is that one can learn as much from the students as they can from you." Dixon said that today's students are more practical and academically oriented than those of the 60's. "I notice a fairly amazing change between the mood of the late 1960's and the present. The present mood is not one of being unconcerned with major governmental and social issues but the students recently are striking a better balance between the world as it is and performing the student role of self-achievement. I think the balance is better," Dixon said.

Dixon mentioned that he plans on spending more time researching and writing in his new post.

A selection committee comprised of SBA members and faculty is now being formed to make suggestions for a professor to replace Dixon. The final decision will be made by the Faculty and Dean.

Notice

The *Advocate* apologizes to Professors Miller and Barron for the transposition of their photos in the February 18th issue of the *Advocate*.

GW Convention Provides Varied Roles

Five years ago, the student government of George Washington University dissolved *itself in protest over its lack of meaningful power. Currently, a constitutional convention is being conducted as the first step toward re-establishment of some form of self-government by GW students.*

Ed Detlie, *NLC student and officer of the convention, makes this report:*

The Student Government Constitutional Covention began by choosing a steering committee to propose rules for the running of the convention. The committee's proposed standing rules of the convention took a number of hours to ratify because of the group's determination that no one would dominate the decisions to be made later in the convention. Election of officers of the convention, the next order of business taken up, also took a number of hours. By the end of the elections, most members of the convention had gotten over whatever suspicions that they might have entertained of a maneuvered convention.

From election of officers, the delegates moved to consideration of the goals of the constitution and the student government, chose committees and the areas that they would cover, and began the most important stage of the convention.

Eight committees are considering scopes and powers of the government, a Bill of Student Rights, a preamble and conclusion to the constitution, the judicial, executive, and legislative branches and the intra-University relations among the government, student groups, faculty, Trustees, and the Administration.

Most of the committees have spent a lot of time in meetings in order to reach their target date of March 5 and the final reporting date of March 21. Plans are underway to include the greatest amount of public involvement possible at the meeting of March 21, to elicit feedback on the committee proposals. The reports will be sent to a drafting committee for wording and fitting together and then will be submitted to the convention as a whole.

The convention will begin ratifying, changing, and sending back to committee, parts of the new constitution. The final constitution must be ready for student vote on ratification by the middle of April so that the Trustees can consider it in the middle of May.

The pitfalls of the process include the parliamentary knots that tie up hours of valuable time, lack of attention to the public, conception of the convention, and a willingness to concede too much power in anticipation of the Trustees' review of the proposal. (I do not think we will.)

The day-to-day logistics of a convention are impressive: while an army may travel on its stomach, a convention travels on its typewriter—rooms must be scheduled, minutes must be given out, delegates must be contracted, and paper clips must be requested in writing.

The committees are now facing the hard choices that will influence the shape of the future government. An assembly will be created, but students may be represented in one of several ways: by residence, a given number for each housing unit, and for each few hundred off-campus residents; or by representatives from student organizations on campus and at-large representatives; or by a combination of representation by group and by residence.

The system of executives is also yet to be decided: whether all officers will be elected at large or chosen from the assembly, a choice of the Parliamentary system or the Presidential system. The leaders might be powerful, or nearly powerless to discourage the personality cults that have developed in the present unorganized system.

Ideas have been developing about the student advocacy role in parts of the student court system: some have asked whether the student government, finding a student court decision ignored, should seek redress to compel the University to go along with its decisions.

Even more interesting is the source of power for the student government: will it come from nowhere, or will members of the present decision-making process perceive the change is at their expense and resist; or will the powers come out of some resting place where they have been waiting for five years?

Finally, the constitution must be ratified by the students before it goes to the Trustees for approval.

I have tried to lay out the progress of the convention to date, and chart the duties of the convention in the next five weeks. I have no doubt that without public input, the convention can come up with a workable system of student government. But without participation by significant parts of the community, the success of a government can be moderate at best. The first objective for the convention and for the new student government must therefore be earning respect among students so that more will resort to a student government with their grievances.

Self-Defense Defended

"In Defense of Self-Defense" was the subject of Mr. Joseph A. DePaul's address to the February meeting of the Delta Theta Phi. Wilson Senate. The presentation focused on the preparation and conduct of an affirmative defense to a murder prosecution. Drawing on his twenty-five years of courtroom experience, Mr. DePaul explained some of his own approaches to such subtleties as presenting expert witnesses, jury selection, and the use of autopsy reports.

Mr. DePaul of DePaul, Willoner, and Kenkel is currently National Chancellor of the Delta Theta Phi Law Fraternity. He is a 1950 graduate of the National Law Center and is a former member of the Wilson Senate. As National Chancellor, Mr. DePaul presides over 96 student senates and 74 alumni senates.

He advocates student participation in both criminal and civil trials, and has committed the fraternity's alumni senates to an affirmative program of providing placement assistance to student senate graduates.

The Wilson Senate plans to have speakers and panels in the near future on such subjects as "Determining Legal Fees," "Obtaining Placement Assistance," and "Crime Prevention Programs." The Senate also regularly sponsors social activities for members and distinguished alumni. Stuart Goldstein, (557-3221), Dean of the Wilson Senate, has further information on upcoming activities.

Editorial

The Revolutionary New *Malice Aforethought* With Chrome Wheel Covers

The English language is a tool common to all of us. The basic skills of writing, reading and speaking are among the most critical in determining acceptance, success and even participation in most areas of modern life.

But for those of us who do or who intend to make a living practicing the law or working in legally related fields, the language plays a special role—not only does it provide a set of tools that are crucial to the trade, but it provides a frame of reference which allows a continuity of ideas and a sense of history that is fast becoming unavailable to the population of the United States as a whole.

In the world outside of the courtrooms and the law libraries, the English language is, for the most part, affected and changed by those who use it most. Children learn the language from their parents, but they also learn the language from those who use it in the media, particularly from advertisers. But Madison Avenue's interests lie not in promoting the continuity of ideas and sense of history, but in generating sales and profits for clients. To the extent that particular words can be exploited to generate these sales and profits, they are so used.

Lawyers, on the other hand, have a certain security in their legal vocabulary. The fact that Latin itself permeates legal phraseology demonstrates that such phrases do retain their meanings to the legally trained even through the natural process of evolution. There is little chance that Gĕneral Motors can corrupt the workings of the criminal legal process by characterizing its new model as having "malice aforethought."

On the other hand, to those who do not have an interest in the English language as a precise tool of expression, words accept the meanings that they are given in day-to-day usage. To the extent that advertisers teach us and our children our language, they not only control the evolutionary process of those words, but affect the continuity of ideas and sense of history to which those words are essential.

In recent history, the word "revolution" and its variations had somewhat of a low level of popular use before the middle 1960's. In the middle and late 60's the use of the term grew among students and represented a move toward a radical transformation of the economic and political bases of the society. However, the advertisers soon stepped in. "Revolution" was what happened when one obtained a BankAmeriCard. Degeneration quickly followed. Today the term has faded in popular parlance, but the images one retains are those of advertising. Feminine deodorant spray is "revolutionary." The Wankel engine is "revolutionary."

A society without a way to express an idea will lose that idea. The lack of continuity of ideas and concepts necessary for historical growth thus becomes more frustrating as each generation wastes its time discovering the lessons learned by its ancestors who were unable to pass those lessons to their children because of an inability to communicate.

The spectre of a society whose language relates primarily to the description of commodities is strange and somewhat frightening. Unfortunately it may become real.

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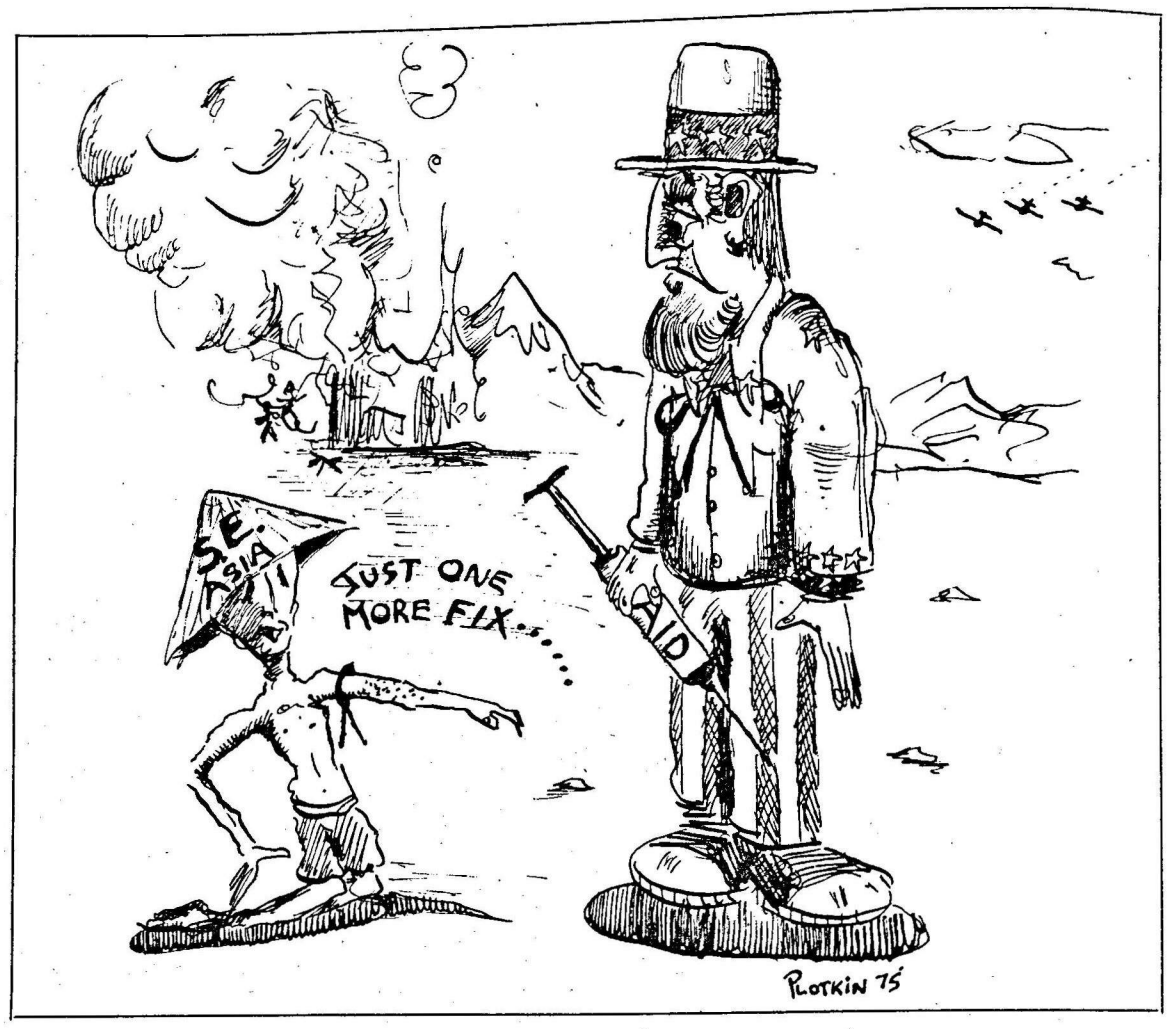

An Interview with Max Pock

by Robert Lehrman

Q: Perhaps you could start with a general background. I know that your formal education was European, which I find fascinating.

A: Well, where does one start? I attended law school in Austria. I took a "state examination" in Roman law, then switched to economics, and then back to law. I thought that a foreign law degree would have little exchange value in this country. When I came to Iowa, which was a sheer coincidence because I happened to have friends there, they (less fascinated than you by my fragmented European legal education) told me to start all over again. This was one of the best things that ever happened to me. If I had finished my Austrian doctorate, I would have been enrolled in a masters program here and would have only had the chance to "sniff" into the Anglo-American system of law. Since I had to start as a freshman, I can now truthfully say that all my legal education is "made in U.S.A."

Q: Did you originally contemplate teaching?

A: Most certainly not. I slithered into teaching almost unawares. Just before I graduated my dean inquired about my future plans. I did not have any. He suggested that I apply for an instructorship at Michigan and become a Cook fellow. I was accepted.

During the ensuing three years I developed a somewhat undifferentiated but nevertheless noticeable taste for the academic ambience—being able to delve into interesting problems without considering the financial limitations of a client, working with students, not having any "bosses" in the conventional sense.

The law school looked like a gothic cathedral. Oxford "with plumbing" they called it. I had the top of one of the four towers to myself. Heavy oak panelling, mullioned windows, I felt like a knight looking out over the ramparts.

Q: How was it that you left those towers of Michigan?

A: They gave birth to me, i.e. I had to leave the womb armed with an S.J.D.—only about 20 of these degrees are awarded in the United States each year; it is so **rare** that nobody seems to know what it is. I believe the letters stand for Doctor of Juridical Science in reverse. It is supposed to contain (as a lesser offense?) an LL.M.

Back to your question. I got a professorship at Emory University in Atlanta. Ater a few years I became so snug (and smug) there that I had visions of myself becoming a laughable distortion of a pompous little Mr. Chips pontificating to starry-eyed youngsters. I simply had to make one more move just **because** I liked Emory so much. The opportunity presented itself in 1965 when I moved here. I have not regretted it since.

Q: Do you enjoy teaching here?

A: Immensely.

Q: Is that 'for the record'?

A: That is for the record and it is also truthful, by a sheer coincidence.

Q: Why do you enjoy teaching?

A: I suppose teaching is a form of legitimate and socially acceptable exhibitionism. It is really a very natural 'talent' which most people possess.

It is nice to spend most of one's working hours around bright people who are fairly inquisitive and exhibit a certain freshness of mind. What bureaucrat or executive could honestly say that about his or her working environment?

Q:I've noticed you spend a good deal of your time interchanging with students either in the lounge or in the cafeteria which I have always recognized as a willingness to endure debate...

A: It is totally self-serving, it is not a cheap popularity-seeking attempt at fraternization—I simply like conversation. I thrive on the mild form of adversity that is generated by an exchange of controversial ideas.

I almost deplore the demise of the radicalism of the sixties. I had such fun having "dialogues" with our more adventuresome revolutionary types. They thought I was an incorrigible reactionary, we got along splendidly, and the adrenalin was always flowing. One feels more alive that way.

It is a pity that the rigid structure of the

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Prof. Max Pock

Law School Traditions Become Smog-Bound

Six or seven years ago, while he was a student at Harvard Law School, the author wrote a fairly lengthy memorandum addressed to then Professor, now Dean, Albert Sacks offering a few thoughts on problems of the Harvard experience as perceived through the eyes of a student. The ideas presented were largely the result of a long series of discussions with a small group of fellow students who shared a concern with the improvement of the Law School.

In going through some old papers the other day, the author came across that memorandum, and, in rereading it, was struck by the continued relevance of much of what it contained to legal education today. Change "Harvard" to "George Washington" and the memorandum could easily have been written last week by student perhaps even a faculty member at this law school.

The memorandum is offered here, in only slightly edited form, for whatever use it may find. For the author's part, he is somewhat surprised to find that, from the vantage point of the other side of the podium several years and a student revolution later, he continues to hold most of the views set forth.

by Russell B. Stevenson

Surrounding every institution there is an aura which for reasons of smell, sight, sound and nonsensory psychic qualities generates certain emotional and intellectual reactions in those who are exposed to it. In the case of an educational institution this atmosphere is particularly important since it is a significant determinant of the attitude with which its students approach the learning process.

If the atmosphere is brisk and clear, it stimulates the educational process. Where it is thick and smoggy, educational goals are obscured and intellectual energies are stifled.

Of course the atmosphere varies considerably with the beholder, but there are certain general qualitative observations on which there will ordinarily be a fair degree of agreement. While we do not presume to speak for the entire student body, we believe that we can identify some qualities of the Law School atmosphere which most students would acknowledge at least to some extent.

One of the significant components of the smog which surrounds the Law School, and perhaps the most important from an educational standpoint, is the stifling effect that the atmosphere seems to have on creativity and initiative. For some reason the process to which law students are subjected during the first year, and to a lesser extent in the subsequent two years, seems to hinder rather than to encourage them in independently seeking new approaches to the problem of their own education or in pursuing new ideas on the questions with which they are confronted both in and out of the classroom during the course of their law school experience.

One reason for this phenomenon may be found in the unique nature of the first year at the Law School in which the teaching method, at least as handled by many instructors seems to intimidate as much as to stimulate. The Socratic method can be remarkably effective in the hands of a capable teacher, but the line between reason and ridicule is a fine one and an instructor operating on the wrong side of that line is more likely to generate inhibition than enlightenment.

Another aspect of the teaching method which probably contributes to the problem is the unrelenting focus on the process of analysis. While training in reasoned analysis is perhaps the most useful product of a law school education, an overemphasis on analysis tends to shut out the role of synthesis. The intense focus in the classroom on the searching question tends to obscure after a time the necessity of asking occasionally, "Why are we asking the question?" It becomes difficult, in short, to see the law for the cases. Or more generally, to see the society for the law.

These qualities of atmosphere which we are here attempting to identify and discuss separately are often so intimately related to each other and interact so closely as to make it nearly impossible to treat them as distinct ideas.

One quality which is particularly entwined with the others, but which has a significant effect on the stifling of initiative, is impersonality. It is almost embarrassing to assert that the Law School is an impersonal place at a time when that cry is being raised at educational institutions throughout the country to the point that the clamor has become almost too shrill and too common. But the fact that other institutions are suffering from the same ill makes it no less a problem and should make it no less a concern.

Impersonality must to a large extent be due to size and to the high ratio of students to faculty, both of which must probably be taken as givens. But it seems to extend beyond that to a lack of a sense of an academic community not all of which can be laid at the door of the institution's magnitude. This lack of community is important enough to be treated as a distinct aspect of the Law School atmosphere, one which detracts significantly from its educational mission.

A true community of scholars is composed of a group of individuals devoted to the joint advancement of themselves and their fellows in the pursuit of knowledge. It is of the essence of such a community that each member be as concerned with the progress of the whole as he is with his own development. [The paper here discusses a particular situation which provided strong evidence of a lack of this spirit of community.]

A consideration of the reasons for this lack of community must inevitably point to another aspect of the Law School atmosphere, its much decried competitiveness. So much has been said about this problem that we will not discuss it further here other than to say that some of the recent changes (reforms if you will), especially the revision of the grading system, have made a significant start on reducing its prominence as a feature of the Law School haze. We are not convinced that these changes have gone far enough, however, and we urge the most serious consideration be given to the current grading proposal.

One last element of the smog which deserves mention is the elitism which one may sniff occasionally on a humid day. It is tied in closely with the previously mentioned effect of the Law School on initiative. Most students, feeling part of the mass rather than the select few, are hesitant to approach a faculty member with a problem or a new idea. Having demonstrated their inferiority at taking law school exams, they feel removed from the class of those in whom the faculty are most interested. While it has been our experience that this feeling is for the most part groundless, it nevertheless exists, and warrants serious attention.

Having attempted to identify some of what we as students see as the more important deleterious qualities of the Law School atmosphere, we turn to a consideration of some more specific problems and some suggestions for change, some fairly specific, others less so.

The quality of the teaching at the Law School is generally much higher than that in most departments of most universities, but it is far from perfect. Too much reliance is still placed on traditional methods which have been successful in the past but may no longer be ideal. There has been experimentation with change by some individual faculty members, but it has been timid at best.

At a time when educators are talking about computer-aided instruction, programmed learning, and closed circuit television, innovation at the Law School has been limited to such experiments as the introduction of one "small" (if forty students is small) class in the first year and the replacement of examinations by papers in some courses. It is our feeling that most of the faculty feel so bound by tradition that they fear to depart from the Socratic method even though in many situations it would be better abandoned in favor of some other approach. We feel, for example, that the case method is inappropriate for the presentation of much of what the Law School should be teaching and that more extensive use should be made of the problem method, team teaching, and even straight lectures. In general, what is called for is a relaxing of tradition in favor of experimenting with new techniques and materials.

One of the greatest contributors to several of the atomospheric problems discussed above is the heavy emphasis on examinations. Tests are potentially extremely useful pedagogical tools, but that aspect of exams is totally overlooked at the Law School where they are used solely as measuring devices.

Since students never receive any feedback on their performance on examinations, they are not only unable to profit from learning what substantive or analytical errors they made, but they are also unable, except by blind groping, to improve their performance at the *process* of taking exams. As a result some substantial part of their grade is determined by whether or how soon they happen to hit on the system for answering law school examination questions. While an ability to take law school exams is of itself of little use in the world beyond Austin Hall, in a system which places so much weight on performance on exams, the absence of guidance on how that performance might be improved can have only negative effects on the attitude of students.

By way of remedying this situation, we would suggest that, if the use of graded exams is to be continued, some thought be given to the possibility of more extensive discussion and practice in the

(Please turn to p. 6, col. 1)

Library Report:

Law Library Plans Expansion of Seating

by R.G. Bidwell

When this building, the Jacob Burns Law Library, opened for business in the Fall of 1967, the seating did not meet the ABA/AALS threshold of 65% of the largest student body, day or night. A survey conducted by the SBA library committee cleared the way as to the type of seating and study space desired by the majority of the students. Rearrangement of furniture was plotted and planned. As a result there will be additional seating provided on the first and second floors, the mezzanine and the newly created space on the fourth floor.

A request has been submitted to the Business Office of the University to procure suitable study tables and chairs to accommodate an additional sixty-six studying students.

As far as standards are concerned, I know of no case in which a law school has been removed from the approved list for failure to meet seating requirements. A recent issue of the student newspaper from the University of Texas Law School reveals that their library can seat one-third of their student body.

Just before today's news deadline for *The Advocate*, I was summoned to the two copying machines on the second floor. Both of them had signs "makes poor copy." Both signs were on the back of so-called "poor copies." I tested the machines and they checked out perfectly. What then was wrong? First, those and two other samples of the same document had obviously been moved while the light was on. They were blurred. Next, the originals had obviously been in pale blue ink. Very light originals cannot be made darker by any machine. With computers the term is "GIGO"—"garbage in equals garbage out."

You or your library committee makes recomendations, and then we act. The second set of the Modern Federal Practice Digest has been processed and is shelved on the second level of the basement. The Patent, Trademark and Copyright Shepard's are now shelved in the Patent Room on the mezzanine.

Copy #2 of the United States and Federal Shepard's are now shelved permanently on carrel #2-18 on the second level of the basement (next to the water cooler). Dummies indicating these changes are in the old locations.

If you have been in the library the last two weeks you may have noticed that some of the ventilation louvres are being replaced. This is only a small part of the cure to a large problem—the temperature and noise excesses that we have lived with in this building the last seven and one-half years. More on this later.

Marriott Marinates Menick in Martinique

by Jeff Menick

One of the things I looked forward to while I was in school was the time when I would be able to afford to travel, pretty much when and where I wanted. Although I have not quite reached that position yet, I have taken two warm weather vacations in the last three months. The anticipation was more fulfilling.

There is something extremely hedonistic involved in going to the Carribean in the middle of winter, escaping Washington's gray for sunny beaches. I hope to be able to repeat the experience, although I'm still looking for places to which I'll enjoy returning.

Last Spring a travel club sent out a circular advertising a week-long Carribean cruise between Christmas and New Year's. The price was very reasonable, the trip was to begin with a flight from Baltimore-Washington International Airport to San Juan, where we would board the Carla C for a week that would include stops in Curacao, Caracas, Trinidad, Martinique, St. Thomas and back to San Juan.

Deposits were forwarded and very little basic homework was done, since the trip was nine months away. In talking to some friends of mine who had been on cruises, good things were reported about the Carla and it appeared that all would be well.

By summertime the word that the ship was in drydock had spread but assurances were given that all would be well by November. That left two months leeway and I hoped all would work out okay.

In November, we got a letter from the travel club telling us that the Carla would not be ready for our cruise, but that Costa Lines had made arrangements with SunLines to use the Stella Solaris. I wanted to cancel at that point, but making alternate arrangements for Christmas six weeks in advance appeared to be impossible, so assent to the new arrangements was grudgingly given.

During the month of December I began doing the basic homework I should have done months before, reading Fielding's and Fodor's Guidebooks, talking to to other travel agents, etc. We couldn't learn much about the ship, since the name was an old one being used on a different hull, and the guidebook people hadn't been on it; however, when I still hadn't received an itinerary three weeks before leaving, my worst doubts were beginning to emerge.

Actually, things had been at their best when we signed up for the trip. The itinerary arrived and indicated some cabin number which was meaningless since I had never seen a diagram of the boat, and island stops of five to ten hours.

I was so dumb that I had actually thought that there would be time to see and visit the islands where the ship stopped.

Then, a week before we left, the Washington *Post* told me explicitly just what to expect—Marriott owns the Stella Solaris.

I do not want you to think it was all bad, but unfortunately I cannot think of anything to say that was very good. Cruises appear to be designed for gluttons who love to gamble and extol the marvels of duty-free shopping.

The boat was consistently late getting into port, so stays were all too brief to begin with had to be shortened still further, as when a five and 1/2 hour stop in Trinidad was shortened to under three hours.

The serving of food was constant, from morning until a post-midnight buffet, but quantity rarely substitutes for quality. During a one week cruise of the Carribean, not once was fresh fish served as a dinner entree, and the fresh fruits consisted of such exotic delicacies as apples, bananas, oranges and pineapple.

I can't say I'd never take another cruise, but at present I do not know what would prompt me to do so. It was one of the most harried, least relaxing vacations I can imagine.

Some of the islands at which we docked were beautiful. I would like to return to Trinidad and St. Thomas, particularly. But I learned the lesson of doing some basic research before planning a trip.

Having been so exhausted by the cruise, I decided to utilize the Washington's Birthday holiday to sneak back down to the Carribean for a long weekend on the beach. The Weekend stretched into a week and provided the sun, swimming and relaxation the cruise lacked.

After reading the guidebook, it boiled down to choice between The Virgin Islands and Jamaica. Since St. Thomas had been a stop on the cruise and there were no direct flights from Washington there, but there were to Jamaica, Montego Bay became the place.

The Jamaica Tourist Board has spent a fortune advertising in the States. Every Sunday, all winter long, there have been ads in both the *Post*, and the *New York Times* and elsewhere. All sorts of deals and gimmicks were advertised and some sounded pretty good. After selecting a couple of hotel alternatives from the guidebook recommendations, I noticed an ad for one of the hotels at $40 per night for a double, which seemed fairly reasonable for High Season rates.

Our travel agent found out that rooms were available, not at the $40 rate, but at $43. Unfortunately, the extra expense was typical. Everything in Jamaica was very expensive, and quality rarely matched price. Dinner was impossible to find for less than $24 or $25 per couple, without cocktails or wine. Scotch was $15 a bottle and Canadian Club about $18. The island is beautiful and the weather was perfect, but the high prices and fairly constant harassment of almost all tourists by the natives lessen Jamaica's appeal.

I don't think I would have objected to the prices as much, if the food had been worth it, but between Montego Bay, Ocho Rios and Negril, only one restaurant was worth a second visit, the Rum Barrell in Downtown MoBay.

One incident was illustrative of prices. Near the stores and beach, women stand with large baskets of fruit. When I asked the price of a pineapple I was told one dollar, which is equal to about $1.15 U.S. When I told the lady they were only $.69 at home she refused to have further discourse with me. But it was impossible to get most hucksters to leave you alone.

Be that as it may I am now trying to decide between Hawaii and Mexico for next Christmas. Any suggestions?

Stevenson on Problems of Legal Education

(Continued from page 5)

first year of the process of legal writing in answer to legal questions. We would also urge that students' exams be returned to them, at least in selected courses, with the grader's comments.

We are aware that all of these measures would place additional burdens on the time and energies of the faculty, but there are ways in which these burdens could be lightened. For example, as they grade exams, professors could use a dictaphone to dictate a short memorandum to each student to be returned to the student with his examination paper.

We also believe that many if not most students leave the Law School inept at the very skill for which lawyers are perhaps most prized in the outside world—the ability to write clearly and succinctly. We are not the first to raise this criticism. It has been recognized for years by those law firms who hunger and thirst after Law Review students who, we suggest, are not differentiated from the rest of the student body so much by superior intelligence (as measured by law school examinations) as by their additional intensive training in the art of written communication.

We urge that every effort be made to encourage students to do written work and to offer them opportunities to do supervised writing. These efforts could take the form of papers written in place of or to supplement exams, a course in expository and/or creative writing offered within the Law School, or a writing competition—edited and judged by particularly talented students.

Having discussed the Law School atmosphere and some of our ideas regarding some of its more specific problems, we turn to a consideration of the question which is perhaps our greatest concern, the function of the Law School in our society. That sounds a bit pretentious perhaps; but we approach the issue with only the thought of opening it up and giving voice to the most fundamental of our concerns. The questions such a discussion must deal with are intimidating—perhaps even unmanageable—but this paper would be incomplete if it did not at least raise a few of them.

Let us begin by stating what we think the Law School's proper function is not.

It is not, we believe, exclusively, or even primarily to turn out Wall Street (or State Street, the term is used generically) lawyers. There are many, we are sure, who would differ with this idea, but we do not believe that any rational social planner would so structure our socio-economic system that most of the brightest young legal minds in the country end up in the offices of large corporate law firms. We recognize that these institutions perform a valuable social function and that they should be staffed by capable, talented people. But we also believe that as a social function, oiling the wheels of commerce is essentially a job for technicians which can as well be performed by lawyers of cooler creative fires, and that in this day of rapid social change it is better that many of our legal minds be devoted to searching for solutions to the problems which are challenging our existence as a free society.

But it is perhaps not clear that the Law School has the effect of channelling students into Wall Street. As students about to find jobs we can only say that we, and many of our colleagues, do feel pressures in that direction. We can point out a few causes of these pressures, but not all.

One of the most significant factors is the interviewing process, which on its face might appear fairly neutral in this regard. It comes too early in the year, at a time when most students would prefer to be digesting a summer's experience and feeling out a general direction. More importantly it comes at a time when few of the other opportunities in which a student might be interested have yet opened up. He is usually forced to make a decision about a law firm long before many non-legal or quasi-legal jobs are even offered.

Like the salesman who asks his customer not "would you like to buy?" but "would you prefer the large or the economy size model?" the interviewing season seems to ask not "would you like to work for a law firm?" but "for which law firm would you like to work?"

In order to remove the subtle pressures that the existing interviewing setup generates, the Law School should work with the other major law schools to attempt to move the interviewing season to the spring. It should also make every attempt to encourage non-law firm employers to interview at Harvard and generally to offer students as broad a spectrum of employment opportunities as possible.

The Law School operates in other, more subtle ways (we are sure undesignedly) to channel its graduates into the large law firms which have for so long been its clientele. For example, while it is certainly valuable for students to be exposed to men like Mr. Justice Brennan or H. Thomas Austern, why is it that it is always *student* groups who sponsor appearances by the Arthur Kinoys or the Ralph Naders?

None of these ideas are offered as panaceas, and the catalogue of problems we have offered is not intended to be comprehensive. We hope, however, that some of the thoughts contained herein may strike sparks, and that at least they will serve to stimulate a profitable discussion.

Foggy Top Hits the Bottom a Second Time

Foggy Top, The National Law Center's example of oneupsmanship on Pearl Mesta, startled the nation's capital as well as the Jacob Burns zombies with a February 22 costume celebration of Mardi Gras. A section 11 legal scholar, who has often been reported to peruse Glamour Magazine during Contracts, aptly described the 500 person event as one of "crap and glitter."

Contrary to the National Law Center social tradition of live bands producing ever popular renditions of Kate Smith favorites, a disco atmosphere pervaded three dance floors of frantically bumping bodies. Legal Research instructor Ms. Gilligan, who has frequently entertained in crowded Paris nightspots, provided an instructive, but bruising, demonstration of the Kung Fu Bump to the delight of everyone present.

A quieter piano bar set the mood for singing amid discussions of such current legal topics as the landmark "damn glassine bags" case of *Roth-Lith v. Bartlett* and the validity of the often used "Don't you go relying on me" clause.

Just prior to the party a personal phone call was received from Diana Rigg expressing her own best wishes for the event. Other notable guests included a well known oil sheik, Patty Hearst, Admiral Byrd's nephew, forty-eight glitter people, two live chickens, four future southern senators, seven ladies who gave their address as fourteenth street, and a randomly chosen selection of 200 of last year's 6,000 applicants to the National Law Center. Katie Winters and Dr. Joyce Brothers sent regrets.

A Washington Post article addressed to a fall NLC event held under the auspices of Foggy Top is now reported posted at the Harvard Law School. The immediately observable result of such publicity is that numerous Georgetown Law Center students now often have to reply "No, I go to Georgetown not George Washington. Oh, you haven't heard of the Exorcist. Well Georgetown is a goo. school too."

The organizers of Foggy Top, somewhat fearful of viper-tongued reporters due to the December 7 work of Miss Judy Bachrach of the Washington Post, were available for neither comment nor identification. It is rumored, however, that they will continue in their efforts to "run with the hares and hold with the hounds."

Richard Wexell, new social chairman of the SBA, has allegedly contacted key figures of the Foggy Top Caucus to arrange with them for an upcoming NLC sponsored event which he promises will cause many to be shocked and appalled.

Max Pock Philosophizes

(Continued from page 4)

class-room situation, the role-playing with its temporary super and subordination seems a psychological deterrent to relaxed socializing afterwards. This is not arrogance but a natural diffidence. I suggest, however that it is a two-way street. Students feel equally awkward about shifting gears and becoming friendly with faculty members.

Q: Earlier you drew an interesting distinction by slicing your references to individuals as he/she. What comments can you offer as to the recent change in the law school by the enrollment of a greater percentage of females?

A: I'm glad you said females and not girls—we would have had to anathematize you.

When women were truly in the minority they had several things working against them. The sheer novelty of it all—they had been cast adrift in a male environment and a very hostile one at that. They were overly defensive and a bit tense. Faced with real slights some tended to see slights everywhere. Now this has all changed.

Women represent a significant part of the law student body. They cover a wide political spectrum, they adhere to varying life styles. (We have mothers who bring their little ones to class under our "early enrollment" program, armed with coloring books, etc.)

There has been a surcease of tension. There is an awareness that people are generally judged on merit. Male insecurities are no longer tapped, nor are women's sensitivities trampled upon. There is a harmonious atmosphere in and outside of class. I believe even the consciousness that many women are present has somehow waned. It is not an exercise in hyperbole when I say that sex, qua sex, has almost become irrelevant in this context.

Q: On that note I think we will close. Thank you, Prof. Pock.

Political Prisoner Seminar

(Continued from page 1)

falls short of that objective it attempts to improve their living conditions and ensure them basic human rights.

Mr. Weisbrodt explained the many ways the rights of political prisoners can be furthered. The European Convention on Human Rights was successful in effecting the release of some IRA activists in England, and also in influencing a change in the Austrian criminal code.

When Amnesty International gets information from the released cellmate, family, newspaper report, disgruntled official or businessman who is returning for international travels, it turns the matter over to its international secretariat. The secretariat investigates whether the person qualifies as a prisoner of conscience, that is, one who is imprisoned in violation of his human rights and has neither done nor advocated violence. Since no country likes the bad publicity which would accompny the report of a denial of human rights, a complaint is usually sufficient to produce a response from the offending country.

If the complaint does not produce any response the secretariat can then send a mision to the allegedly offending country to investigate. Missions have been sent to Uruguay, Chile, South Africa, Spain, Uganda, and Yugoslavia to name only a few. These missions have been tremendously effective in producing better living conditions for prisoners, and in effectuating an occasional release.

Amnesty International estimates that its efforts have prompted the release of 10,000 prisoners. Each group of Amnesty International (there are two in Washington, D.C.) is assigned one prisoner from a socialist, western, and third world country. The group then writes letters and directs inquiry to attempt to apply pressure for the release of the prisoner.

There will be a meeting of one of these groups on March 18 at 8:00 pm at 2114 O St. NW. All persons interested in learning more about Amnesty International or in assisting its cause are welcome.

United Farm Workers of America (AFL-CIO)
P.O. Box 62
Keene, Ca. 93531

Big Bad Mouse Survives Ad Libbed Performances

by Alan Kleinburd

With the termination of the run of *Good Evening*, the National Theater has brought in another British comedy to occupy its stage. But *Big Bad Mouse* in not at all similar to its predecessor.

Although the play does have a plot, that plot really does no more than serve as the jumping off point for the performers' shenanigans. Led by Eric Sykes and Jimmy Edwards, the actors do whatever pops into their heads.

If a line gets a big laugh, they do it over; if it doesn't get a laugh, you'll be instructed why it should and then be given the chance to show your appreciation a second time. Ad libbing goes on constantly, and if they're in the mood, Sykes and Edwards will stop the play and do a few jokes.

Fortunately, Sykes and Edwards are both funny and inventive. Unfortunately, this type of performance can, and does, become tiresome. I would guess that teenagers would be most appreciative of this slapstick-humor. It's funny yet isn't substantial enough for a whole evening.

Petitioning open for two at-large positions (1 grad., 1 under-grad.) on Marvin Center Governing Board Pick up applications in 2nd Floor Administration Office

Deadline:

Thurs. March 6th, 5pm

Should Washington Have Pro Baseball?

by John Brusniak

As a rather avid baseball fan, I have welcomed whole-heartedly the news that baseball might soon be returning to the Nation's Capital. However, there appears to be an interesting argument taking place as to the advisability of bringing a professional baseball team to Washington.

Those in favor of moving major league baskeball back into the District argue quite persuasively that there should be a team here for several reasons.

It's a disgrace that the capital of the United States does not host a team in the sport which has been characterized for nearly half a century now as being the National Pastime. Washington has every other conceivable type of professional team, so why not a baseball team? Washington is a good sports town. This is easily demonstrated by the phenomenal success that the Washington Redskins have had over the years. RFK Stadium has a capacity crowd each time that the Redskins play at home. Look also to the impressive drawing record that the new hockey team, the Washington Capitals, has.

The only reason that Washington has lost two baseball teams in the past is becuase of the mediocre brand of ball continuously played by those two ball clubs. If either of those teams had been of championship caliber (at least occasionally) the attendance at their home games would have been much higher.

The Orioles are a team of championship caliber. They have played in five of the last six American League Playoff series and three of the last six World Series. A team of that ability would undoubtedly draw well here.

Those who have their doubts as to the viability of bringing in a team present the following points. Washington is not, nor has it ever been a sports town. A sports town supports a team whether it's winning or losing. A sports town is one that enjoys going out and just watching a well-played game.

Washington isn't a sports town. If you think that it is, just try saying something to the guy next to you after Billy Kilmer has just thrown his fifth consecutive incomplete pass. The boos that reverberate throughout the stadium will easily drown out your most fervant attempts at communicating. A town that dumps on the "home town heroes" like that is not going to support a team that might go into an occasional slump.

Washington doesn't even really support a team when it's winning. Look at the Washington Bullets. They drew tremendous crowds when they first moved into the Capital Centre from Baltimore last year, but attendance is down this year despite the fact that the Bullets currently own the best winning percentage of any team in professional basketball. Washingtonians have had two previous chances to prove their ability to support a professional baseball team and they've blown them both.

What city wants to be known as a three time loser? If they move the Orioles here, they had better expect some poor crowds. Who knows, if the losing Capitals can outdraw the winning Bullets, maybe those mediocre Senators of old will have pulled better crowds than a wining Orioles team ever can. Give the Orioles to a town that will really appreciate them and support them.

Personally, I find both arguments interesting; however, I have to favor moving a team into RFK if for no other reason than that it will save me from taking that ludicrously frustrating drive throught the maze-like streets of Baltimore, Maryland, everytime I want to see a professional baseball game.

PIRG Presents Priorities

(Continued from page 1)

standards of accessibility for the handicapped. "According to Ed Leonard of the President's Committee on Employment of the Handicaped, D.C. is the only state level jurisdiction which does not have some form of architectural barriers legislation," Swisher said.

The mayor is scheduled to submit his budget request to the council on March 10. The public will again be given a chance to comment on the budget in public hearings late this month.

Law Spouses Notes

by A.V. Ulmer

On March 9, Professor Brown will hold an informal discussion in the Alumni Lounge at 2:00 pm on real estate and how we law students and our families can better afford buying property in the D.C. area. This is a good opportunity for any questions that you might have concerning how to get the most for your money, mortgages, loans, etc.

Be prepared to ask questions and join in what will be a very interesting discussion. Beverages and snacks will be provided.

NLC Basketball Tournament Opens

by John Opitz

The Second Annual NLC Basketball Tournament dribbles into action on Saturday, March 8. Twelve teams have entered this years' competition for the right to call themselves the NLC Court Kings, and to claim the SBA-provided "trophy"—their choice of a half keg of beer or case of wine.

New to this years' tournament is co-ed competition, and a consolation championship. Losers in Saturday's qualifying round will vie for the consolation championship, assuring all teams of at least two games.

Tournaments pairings and rules will be available in the SBA office on March 6; play begins March 8. Spectators are welcome.

CPLR Course

The PLI course on New York Civil Practice under the CPLR will commence here Sunday, March 9, at 1 PM.

Those who have not registered may do so on Sunday. Contact Craig Schiller for details.